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ABSTRACT

Presents the Commission on the Future of Howard Community College's (HCC) (Maryland) progress report 2000. Section 1, "Creating a World Class Learning Organization," presents strategic process and tactical action recommendations. Section 2, "Collaboration with Other Educational Organizations," discusses curricular and programmatic development, professional development of faculty and staff, student assessment and achievement, and shared resources. Section 3, "Collaboration with Business and Industry," looks at strategic process priorities, such as establishing a strategy to create and maximize partnership opportunities, becoming more proactive than reactive in responding to the needs of the community, establishing HCC as a major resource within the county, providing a variety of business and professional exchanges and opportunities, and building relationships and partnerships. Section 4, "Economics and Workforce Development," outlines strategic process, tactical recommendations, and discusses other issues and ideas, which include HCC's need to expand its use of e-commerce tools. Section 5, "Preparing Students as Global Citizens," discusses participating with community groups in developing global competencies, and implementing technology and global initiatives. Section 6, "Technology and Education," describes HCC's technology platform, supporting the college's current practices in the IT area and urging that they be continued; delivery of distance learning; and minimum of technical competencies required of HCC graduates. Section 7, "Communicating with Current and New Markets," makes recommendations for marketing, recruiting, positioning, and promotion. (VWC)

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Commission on the Future of Howard Community College
Progress Report 2000

I. Creating a World Class Learning Organization

II. Collaboration with Other Educational Organizations

III. Collaboration with Business and Industry

IV. Economics and Workforce Development

V. Preparing Students as Global Citizens

VI. Technology and Education

VII. Communicating with Current and New Markets

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Commission on the Future of Howard Community College
Progress Report 2000

I. Creating a World Class Learning Organization

Section #	Item	Responsible Area	Progress Report
	Strategic Process Recommendations		
I-1	Build an agile organization that is responsive to students and other stakeholders. This organization should be able to move quickly and effectively and, by its skills, experience and attitudes, be fully capable of supporting the different functions and emerging businesses of the college.	President's Office	♦ The college's executive leadership team is now in place. Reorganization at the senior staff level has been accomplished and the key leadership positions have been filled with the recent hiring of: • chief information technology officer (CITO) • executive associate to the president for the capital campaign
I-2	Provide a structure that allows teams to form easily across normal organizational lines, staffed to optimize the particular skills and experience needed for the task, and that disappear easily as the task is accomplished or as needs change.	President's Office	♦ The college is supporting cross-functional teams that are constructed, work and dissolve as their work is completed, such as our subcommittees for the upcoming Middle States Association review. Other cross-functional teams that have been established are the diversity team, the enrollment management team and the organizational development team.
I-3	Build a climate of respect, trust, and open communication in which it is understood that the organizational structure or form of the college must continually evolve to meet the needs of the constituencies served.	President's Office	♦ Two-way communications are facilitated through a variety of activities such as brown bag lunches with the president, president's council, planning council, walk-arounds, focus groups, etc.
I-4	The commission identified and described six businesses within the college that serve potentially different core constituencies. The first three businesses are functions that the college has historically served: degree and certificate programs oriented toward transfer; programs oriented toward preparation for entry into the workforce; and programs for non-career and continuing education. The commission also identified three new emerging businesses that it characterizes as entrepreneurial functions; economic development	President's Office	♦ These businesses have been enhanced through a variety of activities suggested in later sections in this report.

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	programs; workforce development programs; and community development programs. These businesses and how they affect the organization are described in greater detail in the task force report.		
	Tactical Action Recommendations		
I-5	Develop structures that allow for learning to occur in a variety of ways: learning communities; cross discipline instruction; team teaching and distance education.	Academic Affairs	♦Silas Craft Collegians Learning Community for students with unrealized potential has been created and 11 applicants have been accepted so far for September 2000. The Silas Craft Collegians Program is designed particularly to impact the retention and success rates of first-time, full-time African-American students. ♦The number of offerings and the enrollment in online courses has increased dramatically. In 1991 we offered our first online course to 7 students. In FY2000 we have 3 online degrees, and we have offered 90 online courses with enrollments of over 1100 students. ♦Campus Web, a new type of distance learning class, is being piloted in September 2000. Campus Web courses are being targeted to first-time, full-time students who have the lowest retention rates in online courses. Campus Web courses have half the seat time of traditional onsite courses with the remainder of the coursework being accomplished online. This design will allow first-time, full-time students to participate in the online mode to which they are clearly attracted while providing the safety net of a physical class meeting each week.
I-6	Consider grouping some of the entrepreneurial businesses of the college together organizationally.	President's Office	♦No changes have been made to re-organize the entrepreneurial aspects of the college; however, there have been several initiatives to promote crossover between credit and non-credit professionals to better serve our customers, e.g., credit faculty internships in continuing education and workforce development, the sharing of adjunct faculty, the design of training for the credit area by continuing education and workforce development, and the design of continuing education and workforce development training modules by credit staff.

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I-7	Maintain an inventory of the particular skills, competencies and experiences possessed by the people hired or assigned to various business functions. Use these characteristics in a matrix fashion for the benefit of other functional areas.	President's Office	♦The inventory has not yet been developed; however, there is an active practice of deploying staff to various tasks as necessary; many staff serve on cross-functional teams. The organizational development team will include this as one of its tasks.
I-8	Support organizational development initiatives which stress ongoing learning for faculty and staff and which are strategically aligned, particularly in the areas of most accelerated change; provide ongoing forums for faculty and staff to learn about the work of other functional businesses of the college and for discussing change issues.	President's Office Academic Affairs	♦A new organizational development program for adjunct credit faculty was instituted in FY2000 that includes professional development workshops, curriculum development/teaching improvement/outcomes assessment grants, and tuition reimbursement. Adjunct faculty advancement is linked to professional development and teaching improvement in the new program. ♦The coordinator of faculty professional development participated in a new professional development design initiative that began with the identification of core technology competencies. ♦We are in the process of developing workshops for faculty and staff to train them to work with diverse students. Staff will participate in a teleconference in March and invite faculty and members of local colleges. ♦Three Howard Community College staff members have developed competencies grouped by categories. The college will convene a cross-functional team to propose a comprehensive organizational development program.
I-9	Encourage creative thinking, support risk taking, and publicize, reward and celebrate successes, creativity and innovation.	President's Office	♦Our spring convocation recognizes the accomplishments for the prior year. ♦Throughout the year the president acknowledges noteworthy accomplishments.
I-10	Create an "entrepreneurial" unit to permit and provide support to individuals to pilot new initiatives and products/courses. Consider use of the Howard Business Ventures Board as a resource in this process. Add outside expertise to new or reorganized advisory groups and target these advisory groups to provide guidance and assistance to faculty and staff who have promising ideas that might be developed into programs beneficial to them and to the college.	Academic Affairs	♦A new intellectual property policy and procedure was established to promote and encourage the development of new knowledge products by faculty and staff. As a part of the procedure, the college's share from intellectual property agreements will support other intellectual property projects. The first intellectual property agreement for a Biology 101 textbook and CD-ROM was signed in the fall of 1999. ♦A multimedia development team was created in FY2000 to support faculty and staff in the development of multimedia teaching materials and new intellectual

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			property. With the expansion of our online offerings and the use of multimedia in our onsite courses, the team's expertise is needed to assist faculty members in making their courses more interactive. The team has the capacity to develop graphic design, interface design, digital and analog audio and video, and 2-D and 3-D models and animation delivered by disc or through the web. ♦ The credit and non-credit technology programs are in the process of revamping their current advisory board structure to create a shared technology advisory board with the expertise and influence to assist the college in identifying and realizing new initiatives.

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II. Collaboration with Other Educational Organizations

Section #	Item	Responsible Area	Progress Report
	Strategic Process Recommendations		
II-1	HCC, along with the Howard County Public School System, four-year institutions of higher education, and representatives from the business community should form a regional K-16 partnership.	President's Office	♦HCC has many separate articulation agreements. ♦The college is currently pursuing such a seamless partnership around the science, engineering and technology curriculum with Anne Arundel Community College, Montgomery College, the three public school systems and business partners. The four-year institution partners have yet to be chosen. ♦HCC is serving on the Howard County Public School System's Baldrige In Education (BIE-IN) Leadership Team
II-2	HCC should pursue the purposes of collaboration identified by the task force: strengthened and diverse programs, smooth transfer of knowledge, improved utilization of resources, student transfer, staff development, and workforce readiness.	Academic Affairs Student Services	♦We are participating in the third pilot semester of the Maryland Community Colleges Teleconsortium (MCCT). In addition, the college is a charter member of the Maryland Online Consortium (MOL). Through this second consortium, the 16 state community colleges are able to share online courses and resources for the development of online faculty. ♦In response to identified needs in the county, we have developed new program tracks in internet technology, American studies, and international studies; a partnership with Anne Arundel Community College to offer its radiologic technology to HCC students; a partnership with the Howard County Public School System to offer teacher certification training to its provisional teachers and to HCC teacher education students; credit courses in anatomy and physiology and nutrition re-designed for the traditional acupuncture institute; and new continuing education and workforce development programs to train certified nursing assistants. ♦MHEC has facilitated the development of the Mid-Maryland Allied Healthcare Education Consortium and Tuition Reciprocity Agreement including Howard, Carroll, and Frederick Community Colleges that will allow the three colleges to share health programs that will

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			provide a significant cost savings to all three institutions. This is a major breakthrough. ♦ The college has created a transfer center web site on the college's homepage so students will have the latest information on transfer institutions. ♦ The college has expanded its transfer day to include 50+ institutions and we serve as a model for other institutions for conducting transfer days. ♦ The college has negotiated new articulation agreements with Governors State University, Dickinson College (for the Silas Craft Collegians Program), Strayer University and Baltimore Culinary Institute. The college is currently negotiating an articulation agreement with the University of Phoenix and has additional articulation agreements under review. ♦ Microsoft Office User Specialist (MOUS) exams are now offered by the Test Center to provide student Microsoft certification. ♦ The college offers testing in Spanish proficiency to police officers. ♦ The college is collaborating with the Howard County Board of Education Human Resources Department to use its learning assistance center and technology to provide training and support for those teachers who are testing for certification. In turn, they are providing us with the funding by means of a grant.
	Tactical Action Recommendations **Curricular and Programmatic Development:**		
II-3	Communicate with the University of Maryland on the need for keeping its computer inventory of course and program transfer agreements current. Determine what resources could be shared among Maryland community colleges and University of Maryland to help achieve this goal.	Academic Affairs Student Services	♦ The college currently has faculty representatives on committees that are reviewing the articulation of math, composition, and reading courses. ♦ The college collaborated with University of Maryland College Park (UMCP) to update its web site. ♦ HCC has trained staff to upload new courses into the University of Maryland System. ♦ We have developed a computer inventory of articulated programs within the University of Maryland System.

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II-4	Develop improved statewide coordination/management of articulation efforts.	Academic Affairs Student Services	♦This item is high on the agendas of community college academic and student services deans. Our concerns about articulation are consistently expressed and were one of the factors that influenced the Maryland Higher Education Commission ruling that prohibits 4-year institutions from rejecting community college general education core classes. ♦Community college presidents are working on a white paper to address transfer and growth issues.
II-5	Develop a template for use in conducting strategic planning at the programmatic level.	Academic Affairs President's Office	♦The vice president of academic affairs has assembled a cross-disciplinary research and development (R&D) team that will work in collaboration with the enrollment management team to identify new course and program opportunities and facilitate their development. The R&D team has already targeted the program areas of analog and digital video, e-commerce, cyber-forensics, fiber-optics, and wireless technology. The R&D committee will host a series of roundtable discussions with industry representatives in these areas as a part of the research and development process.
II-6	Improve mechanisms for the systematic identification and regular review of the training needs of business and industry in Howard County and the region.	Academic Affairs President's Office	♦The division of continuing education and workforce development, in response to the LERN audit, is currently improving its systems to better achieve this goal. ♦The college convened a symposium to assess training needs for the health professions workforce. New curriculum is being developed. Various collaborations occurred which are noted elsewhere. This activity also resulted in a prototype for future initiatives. ♦HCC hosted an economic sectors breakfast (construction) and lunch (automotive). Planning is underway for a session on the hospitality sector.
II-7	Standardize developmental course work, testing, and prerequisites across community colleges.	Academic Affairs	♦Inter-college committees that are reviewing the articulation of math and composition courses have recently recommended consistent placement scores and the use of the AccuPlacer exam. The group meetings of presidents and deans that occur throughout the year have provided a forum for proposing inter-college initiatives. However, since the 16 community colleges are all independent, compliance is voluntary. Even with

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			consistent scores, how the information is used to determine placement varies from institution to institution.
	Professional Development of Faculty and Staff:		
II-8	Research and recommend specific communication strategies for faculty members throughout K-16.	Academic Affairs President's Office	♦See I-8 ♦The communication occurs in various ways, both formal and informal. MHEC initiates formal communication strategies; HCC and HCPSS sets annual objectives for cooperation.
II-9	Research and recommend strategies for combined K-16 faculty and staff development opportunities, especially in content areas and in accommodation of different learning styles.	Academic Affairs	♦A cross-disciplinary committee including representatives from HCC and HCPSS has designed a teacher certification-training program that will be shared by HCPSS provisional teachers and HCC teacher education students. ♦Discussions were initiated during our July meeting with HCPSS administration about joint training. Aside from the teacher training, other areas where joint training would be cost effective and practical from a logistical standpoint have yet to be identified. Another area targeted for collaboration at the July meeting were community-based training. The college's continuing education and workforce development division met with representatives of HCPSS to confirm HCC's capability to deliver such training. The college is currently awaiting direction on the training HCPSS would like us to offer. The alignment of the HCPSS exit math competencies with the higher education entrance placement exams was the third area targeted. The latter issue is as yet unresolved but, due to the intense scrutiny this year, is currently under review by MHEC and Maryland State Department of Education (MSDE) who have made a commitment to a systemwide resolution of the issue
	Student Assessment & Achievement:		
II-10	Coordinate diagnostic evaluations throughout all of K-16.	Academic Affairs	♦This is still an area of contention. MSDE and MHEC have promised a resolution of the math articulation issues. There are many issues of confidentiality to be resolved before diagnostic information about individual students can be shared across systems.

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II-11	Research and recommend strategies to deliver college/career readiness skills.	Student Services	♦ The college offers programs to various segments of Howard County's high school population. Through the Career Links program, the college hosts teen parents from Wilde Lake and Long Reach High Schools with the aim of retaining them in high school and helping them to transition to Howard Community College. The college also provides a transition program for disabled high school students through Project Access. Both programs need grant funding to continue and the college is seeking financial support.
II-12	HCC and its educational partners should develop a strategic plan to connect HCC with Howard County public school students earlier in their academic careers to reduce the need for remediation.	Academic Affairs Student Services	♦ For further review and possible action.
II-13	Pioneer the development of electronic academic advising records that will facilitate a student's educational planning across public and private institutions. Electronic records would travel with the student with his or her permission.	Student Services	♦ For further review and possible action.
	Shared Resources:		
II-14	Investigate and recommend strategies to share resources, including facilities, technology, administration, student activities, grant writing, etc.	Academic Affairs Development Office Administration & Finance	♦ The college routinely shares facilities internally and externally with organizations like HoCoPoLitSo, the Mediation and Conflict Resolution Center and the Chinese Language School. ♦ The college is re-thinking its scheduling process to maximize use of space. The college anticipates that it will be completely out of classroom space 1 – 2 years before the new classroom building is completed. In the interim the college is centralizing the scheduling process so that asymmetrical time blocks and other unusable gaps are not created, scheduling courses in block times, creating early morning sessions at 7:00 a.m., expanding use of the weekend times, re-thinking how summer sessions are scheduled and marketed, and seeking partnerships that will provide off-campus sites for teaching.

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II-15	Create regular forums for higher education institutions and other providers to share information about resource issues and opportunities.	Student Services	♦Each semester, the college holds a transfer day. Over 50 colleges and universities attend this event to give information about their schools to HCC students who plan to transfer. Prior to the fair, the college offers students a workshop to prepare them for transfer day. Students learn about questions they need to ask about transfer institutions and how to best focus the time they spend at the event to gain the most knowledge. The evaluations from the most recent transfer day held on 2/29/00 were outstanding. In fact, HCC has been asked by the University of Maryland system to give a presentation on how to conduct a model transfer day.
II-16	Research and recommend strategies for participating in community service activities.	Academic Affairs	♦The college is very active in community service projects, such as Americorps, which places students in organizations in the county. Additionally, many employees are involved in supporting fundraising for community organizations. Valerie Costantini, chair, arts and humanities division, for instance, serves each year on the program planning committee for the Celebration of the Arts fundraiser for the Howard County Arts Council, and Pearl Atkinson-Stewart, office associate, plant operations, who is on the Board of Directors of Community Building in Howard County, is involved every year in fundraisers for that organization.
II-17	Capitalize on the rich resources in the Baltimore-Washington area to provide joint programs and speakers on cultural activities.	All	♦Our Rep Stage group draws on the cultural resources of our region. HCC staff members participate on local arts boards and help out at such events as the Columbia Festival. ♦The diversity program and student activities frequently partner with HoCoPoLitSo speakers for co-curricular activities.

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II-18	Continuously evaluate progress of educational partnerships.	Academic Affairs Student Services	♦Favorable articulation agreements were negotiated with Governor's State University, Dickinson College, Strayer University and Baltimore Culinary Institute. In reaction to agreements drafted by other institutions which frequently offer our students little more than what they are already entitled through system wide articulation arrangements, the college has created its own articulation document which solicits 5 particular benefits from our partners for our students. The transfer institution will: • Accept HCC GPA's as computed • Accept HCC evaluation of the student's transfer credits • Accept completion of the HCC development sequence as satisfying prerequisite for entry into the transfer institution's college-level courses • Give junior year status with the completion of 57 credits • Apply all articulated credits to the student's major ♦The college has negotiated new articulations agreements with Governors State University, Dickinson College (for the Silas Craft Collegians Program), Strayer University and the Baltimore Culinary Institute. The college is currently negotiating an articulation agreement with the University of Phoenix and has additional articulation agreements under review. ♦The college has negotiated an articulation agreement with Dickinson College for the Silas Craft Collegians Program. The idea is to provide a seamless transition for HCC graduates who are Silas Craft Collegians to Dickinson College, a prestigious liberal arts college in Pennsylvania. Dickinson College was the first college to establish an articulation for this new program. The college anticipates that because of the stature of Dickinson College, more colleges and universities will establish articulation agreements with HCC.

III. Collaboration with Business and Industry

Section #	Item	Responsible Area	Progress Report
	Strategic Process Priorities **Establish a strategy to create and maximize partnership opportunities:**		
III-1	Recognizing that partnerships grow out of special relationships, the college needs to identify the relationships that already exist and determine areas not currently being served. HCC has brought together various groups to determine needs: health, automotive, construction, hospitality and seniors. HCC has built on its relationships with the chamber and Economic Development Authority (EDA) to support business appreciation and business development. An HCC person set on the advising committee for the tech incubation in the county.	President's Office	♦HCC has brought together various groups to determine needs: health, automotive, construction, hospitality and seniors. HCC has built on its relationship with the Chamber and the EDA to support business appreciation and business development. An HCC person sits on the advisory committee for the tech incubator in the county.
III-2	Create a senior position with responsibility for developing new business opportunities.	President's Office	♦The position of director for legislative relations and business development has been created and board-endorsed. A person will be named in April and will begin in May 2000.
III-3	Develop strategies that go across department lines so that partnership opportunities can be expanded to provide financial, technical or equipment support for the college.	President's Office	♦Three college cross-functional teams have been developed: • enrollment management • organizational development • diversity These teams capitalize on the college human resources as they bring together teams of people who may not routinely work together to focus on critical issues. ♦Continuing education and workforce development and credit partnership initiatives include credit faculty internships in the continuing education and workforce development division, the sharing of adjunct faculty, the design of training for the credit area by continuing education and workforce development, and the design of continuing education and workforce development training modules by credit staff. In addition, continuing

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			education and workforce development runs credit telecourses, TeleWeb courses (online telecourses), Fast Track courses (where the 42 hours of instruction are conducted in a compressed time frame), and Weekend College courses.
III-4	Recognize that while some ideas require funds, many of the ideas themselves would present opportunities for both mentoring programs and fundraising contributions.	President's Office	♦ Mentoring is a significant component of Rouse Scholars, Silas Craft, Americorps and other college programs. ♦ The development office, with the Educational Foundation Board, is aggressively seeking funds for scholarships, the childcare center, and state technology match.
	Become more pro-active than re-active in responding to the needs of the community:		
III-5	Develop relationships with different groups of employers (for example, small businesses, large businesses, construction trades, health care providers, non-profits and public agencies) to understand their needs and how to assist them.	All	♦ Three economic sectors events have been held to determine training needs. Two others are scheduled. ♦ The college will soon launch *HCC OnLine* – an online connection between employers and HCC students. Employers post available positions in their companies and students submit resumes to match the positions.
III-6	Perform analyses of competitors to determine the services HCC is best able to provide.	President's Office	♦ Past image surveys show HCC in relation to competitors.
	Establish Howard Community College as a major resource within the county:		
III-7	Broaden involvement in community groups by identifying the most critical organizations and making sure that a college representative is actively involved in each of these groups as part of his/her job.	President's Office	♦ College officials serve on a wide variety of community organizations reinforcing HCC's role as a major resource within the county.
III-8	Identify a single or a few major points of contact within the college so that the community can more easily access the variety of services.	Student Services	♦ The college established a welcome center to offer students a single point of contact for information about access to the college. ♦ The college established a web-based calendar that includes all college events and activities.
	Provide a variety of business and professional exchanges and opportunities.		
III-9	Convene a board of visitors that meet with the college on a regular schedule so that the staff and the board of trustees benefit from a wide spectrum	President's Office	♦ The first annual meeting of the "board of visitors" is scheduled for April 5, 2000. Members of the Commission on the Future have been invited to serve

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	of the community. (See task force report for suggested activities of this group).		three-year terms as members of the "board of visitors." HCC's board of visitors will be known as the "Commission on the Future."
III-10	Establish mechanisms to grant recognition and give credit for non-credit courses through assessment so that there is an easier transition between the credit and credit-free courses.	Academic Affairs	♦For further review and possible action.
	Tactical Action Recommendations **Build relationships and partnerships:**		
III-11	*Small businesses*: Examples include English as a second language institute (for Hispanics) offered in several locations; a package of construction mathematics offered in several locations; a small business center; or marketing courses for art and music organizations.	Academic Affairs	♦As a result of the healthcare symposium, the college had discussions with healthcare providers that have resulted in the development of custom training programs through the division of continuing education and workforce development, the modification of the structure or timing of two-credit courses to respond to the specific needs of the Traditional Acupuncture Institute, and a partnership and articulation agreement with Anne Arundel Community College to offer its radiologic Technology program to our students. Allied health programs, in particular, are expensive to develop because their enrollments are typically small (compared to general studies or computer science, for instance) but they usually require a full-time director and fully equipped labs for the clinicals. Consequently, partnerships like the one with Anne Arundel or the Mid-Maryland Healthcare Consortium become essential if the college is to be able to present a wide range of offerings to our students or even provide a needed service for the community. ♦The college is participating in the planning stages for the "aging in place" project to identify possible training needs that the college can provide. ♦The college has developed a collaborative partnership with the Howard County Center for the Arts that will allow the college to offer credit HCC courses at the centers site.

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III-12	*Large businesses*: for example Dale Carnegie style courses, or English as a second language institute offered as an off-site program.	Academic Affairs	♦For further review and possible action.
III-13	*Non-profits*: establish systems and methods for measuring size and impact of non-profits; organize internships; develop specific partnerships with Maryland Association of Non-Profit and the Association of Community Services.	Academic Affairs	♦For further review and possible action.
III-14	*Minority & Disadvantaged Groups* (for example, women, Blacks, Asians, and Hispanics); establish entrepreneurial activities and opportunities; entrepreneurial training for youths; English as a Second Language Institute; and partnership with Dingman Institute-UMCP.	Academic Affairs	♦HCC currently offers a developmental track for credit ESL students that prepares them for success in the college composition courses. The track includes 6 reading, oral communication, and writing and grammar courses, and placement is determined by the English placement test. Continuing education and workforce development has a similar program for non-credit English as a second language (ESL) students that is partially funded by the state. Continuing education and workforce development and credit are currently working on the design of a joint English as a second language institute.
III-15	*Health Establishments:* Center for Allied Health Services (a centralized training and allied health center)	Academic Affairs	♦For further review and possible action.
III-16	*Retired or people preparing to retire:* luncheon lecture series; book clubs with outstanding teachers; study/travel courses partnered with travel companies (see also the task force on communicating with new markets)	Academic Affairs	♦The college currently has 3 sections of a field trip course targeted to seniors that visits museums in the region. ♦This summer the college has study/travel courses to Ireland and Russia.
III-17	*Community Leaders:* Board of visitors program; forum on community issues (regionalism, growth vs. "smart growth", etc.); resource support to Howard County Council for data collection and analysis.	President's Office	♦See III-5 ♦The annual meeting of the Commission on the Future is scheduled for April 5, 2000. April 5 will also be the date of the 2000 President's Forum. The President's Forum event gathers the community's opinion leaders. Both the Commission on the Future and the President's Forum are critical components of the college's environmental scanning and planning process. The college seeks to gradually improve its capacity to collect and analyze data beyond state and federal requirements.

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III-18	Develop an aggressive marketing campaign that promotes the college as the first place to go to get help in problem solving and for educational and cultural opportunities, (see also the task force on communicating with new markets)	Student Services President's Office	♦The enrollment management team (EMT) is developing marketing strategies. A marketing survey will be completed this spring, which will assist in the designing of the marketing plan. ♦"You Can Get There From Here" campaign was launched in summer 1999.
III-19	Highlight the "stars" on the college staff, provide them maximum exposure to the community, and compensate them for these extra responsibilities.	President's Office	♦HCC staff profiled in local media feature stories included Dawn Barnes (Aurora Dance Company), Valerie Costantini and Kasi Campbell (Rep Stage), Police Chief Wayne Livesay (criminal justice), and Diane Schumacher (athletics director). Faculty profiles being planned as part of new multimedia magazine, *Campus Insider*.
III-20	Develop or acquire more comprehensive databases that can provide information on student backgrounds, county demographics, characteristics of new businesses in the county, and other statistics that will help shape a responsive educational program.	President's Office	♦This information is gathered and analyzed by various college groups and is incorporated into core work and the annual strategic plan.
III-21	Other possibilities; use of facilities for sports and commercial sponsorship; residential component for international students; total quality management courses for local businesses; and hosting citizenship meetings.	All	♦Facilities are used by numerous groups to the extent they are available, e.g., Chinese Language School, Rotary, Howard County Leadership, etc. ♦Continuing education and workforce development provides total quality management (TQM) courses for local businesses on request.

IV. Economic and Workforce Development

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	Strategic Process Recommendations		
IV-1	Develop processes and assign staff to stay informed about employer and employee training needs.	President's Office	♦See III-5
IV-2	Develop processes to continuously investigate the "skill sets" that will be needed for future jobs.	Academic Affairs	♦For further review and possible action.
IV-3	Create a quick response capability to take advantage of emerging opportunities to respond rapidly to businesses needs.	Academic Affairs	♦This is also a priority identified through the LERN audit process that continuing education and workforce development is currently working to implement.
IV-4	Keep the whole college in close touch with business practice and market demands by encouraging credit faculty to provide services to the continuing education and workforce development division.	Academic Affairs	♦The college has an internship program that allows credit faculty to be assigned to continuing education and workforce development for a semester or a year. ♦Credit faculty are also engaged in a project to develop online business training courses for the continuing education and workforce development division.
IV-5	Incorporate work ethics, team skills, problem solving, and technology foundations into all college curricula.	Academic Affairs	♦For further review and possible action.
	Tactical Action Recommendations		
IV-6	Seek partnerships to develop and share local and regional economic, employer and employment databases.	President's Office	♦For further review and possible action.
IV-7	Reorganize the research and planning unit to provide the data that will trigger the evaluation of current programs, the development of new programs and services, and the dissolution of obsolete programs.	President's Office	♦Current staffing and roles are being evaluated. ♦Enrollment data analysis is underway.
IV-8	Develop an improved marketing effort and be part of the advance team that "welcomes" new business and potential business to the county.	President's Office Student Services	♦A college cross-functional enrollment management team has been established and is focused on a 5% credit enrollment increase and a 17% increase in continuing education revenues. The enrollment management team is developing marketing strategies. (See III-18)

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			♦The director for legislative relations and business Development will focus on identifying new business partnerships for the college to explore and establish. ♦The student ambassador program was instituted this year. Ten students act as student ambassadors on behalf of the college. They provide tours of the campus to business representatives, work in the college's welcome center to answer prospective students' questions and represent the college at community events.
IV-9	Engage faculty and students (e.g., economics classes) in projects that provide, collect and analyze business trends.	President's Office Academic Affairs	♦For further review and possible action.
IV-10	Streamline communications and processes so that leads are acted upon in a timely fashion.	President's Office	♦The college hired a marketing agency that evaluated and confirmed that the Business Training Center (BTC) is the best structure for communicating and receiving inquiries for business training. The new position of director for legislative relations and business development was created in the president's office to pursue business leads.
IV-11	Expand existing training markets into areas like K-12 teacher training and on-line training.	Academic Affairs	♦A teacher certification training program developed through a partnership between HCPSS and HCC program is being implemented in April 2000. This initiative is the first of its kind in the state and will allow Howard County to respond to a teacher shortage that is predicted to worsen over the next 5 years. This program will prepare HCPSS provisional teachers and HCC teacher education students for the new Praxis exam which all provisional teachers must pass and which HCC teacher education majors must pass before being admitted to a transfer program. Maryland is among the states that have set the highest-level requirements for the Praxis in the nation.
	Other Issues and Ideas **Howard Community College needs to expand its use of E-commerce tools:**		
	1. Books should be available for ordering on-line, just in time.	President's Office Student Services	♦The ability to purchase books on-line was accomplished in fall 1999. ♦Colleague's Web Advisor will provide e-commerce capability for on-line web registration upon delivery of future upgrade.

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	2. Registration should be available on-line (as the default).	Student Services	♦Colleague's Web Advisor is in the process of implementation. Project completion scheduled for June 2000.
	3. Program previews should be available, such as media clips of the courses and instructors.	President's Office	♦For further review and possible action.
	4. Establish a mechanism within the HCC website to track which portions of the site are visited and for how long and begin to use that information.	President's Office	♦Web site contact and functionality are under "reconstruction."
	5. Survey newly enrolled students to find out what influenced their decision to register.	Student Services	♦In conjunction with the implementation of Colleague's Web Advisor, the college will survey all students who register on-line about what influenced their decision to register. This information will be used to enhance other enrollment processes.

V. Preparing Students as Global Citizens

Section #	Item	Responsible Area	Progress Report
	Strategic Process Priorities		
V-1	HCC should stimulate students to build a set of skills and knowledge with global relevance, including: -awareness of and sensitivity to international business practices, customs and etiquette; -the ability to apply learned skills in an international context; -knowledge of the customs, literature, music and art of other cultures; and -the ability to speak, write, and read a second language.	Academic Affairs	♦HCC established a new international education program for FY2000 to support international initiatives that significantly improve the quality of instruction or course relevance. As an initial project, the department of foreign languages researched, developed, and successfully implemented a Mexico study program for FY2000. ♦Two persons are charged with internationalizing the curriculum and exploring international markets—Dr. Beckie Mihelcic, international education coordinator, and JoAnn Hawkins, associate vice president, continuing education and workforce development.
V-1a V-1-b	Strategic Process Priorities HCC should stimulate students to build a set of skills and knowledge with global relevance, including: -awareness of and sensitivity to international business practices, customs and etiquette; -the ability to apply learned skills in an international context; -knowledge of the customs, literature, music and art of other cultures; and -the ability to speak, write, and read a second language.	Academic Affairs	♦HCC established a new international education program for FY2000 to support international initiatives that significantly improve the quality of instruction or course relevance. As an initial project, the department of foreign languages researched, developed, and successfully implemented a Mexico study program for FY2000. In addition, the coordinator of international education is participating in a partnership with the Maryland National Guard to provide online and teleconferencing distance learning training to Estonia. Activities so far have included a review of the distance learning facilities in Estonia and several planning teleconferences. As a part of the initiative, distance learning programs in Baltic Studies and American Studies are planned.
V-2	HCC should examine ways in which course content can reflect globalization and should implement appropriate curriculum revisions. A college-wide committee should be established, including faculty, staff and students, to develop and implement global initiatives such as overseas training, business relationships, cultural events, international fairs	Academic Affairs	♦The social sciences division has developed a new program track in international relations for fall 2000. One of the requirements of the program is a two-semester sequence of a foreign language. ♦HCC's coordinator of international education (Beckie Mihelcic) is working with faculty and Community Colleges for International Development (CCID) to help

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	and clubs, and exchange programs (sister cities, sister schools and internships)		faculty revise curriculum. She is also our liaison with the National Guard in the creation of a sister state program with Estonia and in developing other training programs.
V-3	The college should support these activities with internal resources and should also seek state and local funding, and grants to help support global initiatives. HCC should have a line item in the college budget for international programs.	Academic Affairs	♦The coordinator of international education is currently seeking grant funding to supplement institutional resources. International initiatives are currently being funded out of the academic affairs budget. ♦An international grant program was formalized for FY2000 to support faculty in international initiatives that will significantly improve the quality of instruction and/or course or program relevance. A grant was provided in the summer of 1999 for the development of the Mexico study program.
	Tactical Action Recommendations		
V-4	Secure the commitment of the board of trustees and the administration to revise the college's mission statement to include a global perspective.	Board of Trustees	♦The college, with the board's leadership and endorsement, has become a member college of the Community Colleges for International Development (CCID) organization. As a result of its membership, the college endorsed the American Association of Community College statement on globalization.
V-5	Create a clearinghouse and designate a campus coordinator to develop and promote international and intercultural programs.	Academic Affairs	♦A coordinator of international education was designated in FY2000. In addition, continuing education and workforce development was given the responsibility for international business training.
V-6	Support faculty development opportunities (e.g., the National Endowment for the Humanities seminars, Fulbright programs, and Rotary fellowships).	Academic Affairs	♦Funds are included in each division budget for faculty development. When necessary, additional support is available from the academic affairs budget. In addition to discipline-related conferences, faculty attend and make presentations at the national conferences such as the League for Innovation in the Community College, the Learning Paradigms Conference, TeleLearning, and the Futures Assembly. In addition, faculty development funds support outcomes assessment projects, summer curriculum development grants, and international education initiatives. ♦See V-8

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V-7	Support college and local area seminars on international business, language and culture.	Academic Affairs Student Services President's Office	♦ The college has a long history of supporting such activities (formerly through International Business and Education Center.) This year the coordinator of international education and the coordinator of the foreign language department have had several meetings with businesses and the police department in support of further training initiatives in Mexico.
V-8	Participate in the Community Colleges for International Development (CCID).	Academic Affairs	♦ In support of its international education initiatives and its desire to explore international business training contracts, HCC is currently a member of CCID. In addition to the president, the coordinator of international education and the associate vice president of continuing education and workforce development are active members. HCC's affiliation with CCID will present the college with training opportunities for faculty, partnerships for programs for our students, and access to international training opportunities as contractors or sub-contractors.
V-9	Enhance communication about global efforts through internal newsletters, brownbag lunches, and invitations to staff and faculty to share what they have gained from seminar and conference attendance, exchanges, and specialized study.	Academic Affairs	♦ The coordinator of international education has presented several sessions during FY2000 to share information about international education opportunities. The college is actively seeking business and education partners with whom it can collaborate on international initiatives.
V-10	Encourage multilingualism for all members of the college community.	Academic Affairs	♦ For further review and possible action.
V-11	Provide students, faculty and staff with opportunities to participate in local and regional cultural programs and with opportunities to access resources available through community organizations, museums and embassies.	Academic Affairs	♦ The international grant program, the Mexico study program, and our affiliation with CCID present future opportunities for faculty and students. ♦ Beckie Mihelcic, international education coordinator, is our liaison with the National Guard in the creation of a sister state program with Estonia and in developing other travel opportunities.
	Participate with Community Groups in Developing Global Competencies:		
V-12	Partner with the Howard County public school system in developing courses and programs that promote global competencies (i.e., languages, customs, and geography).	Academic Affairs	♦ For further review and possible action.

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V-13	Build an inventory of international resources for the institution and community.	Academic Affairs	♦For further review and possible action.
V-14	Establish links with businesses, seeking their support and involvement in global education.	Academic Affairs	♦The coordinator of international education is currently working on a proposal for business internships in Mexico.
V-15	Increase links with ethnic constituencies and community organizations such as sister cities, religious organizations, language schools, service clubs, chambers of commerce, and trade associations.	Academic Affairs	♦HCC art faculty member Linda Press, and Pearl Atkinson-Stewart, office associate, plant operations, took advantage of the sister cities project. Ms. Press traveled to France and Ms. Atkinson-Stewart traveled to Spain. The participants in the program live with a family in the host country for two weeks after which a member of that family comes back to the U.S. and lives with the participant's family for two weeks. ♦ The Mexico project takes HCC students to the Centro Bilingue Universidad Autonoma de Estado de Morales in Curenavaca, Mexico to study Spanish. ♦The Chinese Language School uses HCC facilities.
V-16	Consult with potential customers to identify and develop programs.	Academic Affairs	♦For further review and possible action.
V-17	Offer incentives to students and faculty to develop innovative international programs utilizing visiting dignitaries, artists and exchange students.	Academic Affairs	♦The international grant program provides an incentive to faculty and scholarship aid provides an incentive for students participating in international programs and CCID study/teacher abroad projects
	Other Issues & Ideas **<u>Technology and Global Initiatives</u>**		
	-Utilize information technology, including distance learning and teleconferencing, e-mail, and the world wide web. -Continue to aggressively integrate technology into the way languages are taught. -Develop specific global contacts that can identify emerging technical issues and implement appropriate technological strategies that advance the college's global opportunities.	Academic Affairs	♦The coordinator of international education is currently investigating possibilities for distance learning partnerships in Mexico and Sweden.

VI. Technology and Education

Section #	Item	Responsible Area	Progress Report
	The College's Technology Platform:		
VI-1	The state's policy of treating the purchase of technology as a current year expense rather than as a capital purchase impedes the college's ability to stay current with industry. The college should therefore be actively represented on the statewide task forces evaluating funding levels and mechanisms and should push to improve the current government budgeting and procurement practices.	President's Office	♦ The staff is participating in state committees that can influence possible action (such as being able to use the Pay As You Go funds). ♦ The board of trustees also attends strategy sessions at the state level. ♦ The community college presidents are lobbying for additional funds for technology through the Maryland Information Technology Initiative (MAITI) project.
VI-2	Evaluate the college's abilities to expand leasing arrangements under current procurement guidelines.	Administration & Finance	♦ The college has leased computers in the past and included this in an option in its latest computer bid.
VI-3	Standardize the purchase and usage of certain software systems to reflect those systems most commonly used in industry. Currently that means Microsoft or Novell for the network, Microsoft for office applications, and Microsoft or Oracle for large database products.	Information Technology	♦ This is already in practice in large measure. The Chief Information Technology Officer must approve all technology purchases at the college.
VI-4	Administrative systems should represent those in use by other community colleges, wherever possible, with minimal customization.	Information Technology	♦ The campus is working through the implementation of the colleague administrative system. Information technology (IT) staff members are working on implementing procedures to assist users with solutions that transfer their business practices over to the colleague system with will minimal customization. ♦ The IT staff is also participating with state community college organizations, which share information on administrative systems. ♦ The Datatel Colleague administrative system is being used by five community colleges in Maryland. The colleges are Anne Arundel, Carroll, College of Southern Maryland, Chesapeake and Hagerstown. The programming staff is working cooperatively with other institutions on projects such as ATCNet for a statewide

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			community colleges continuing education web initiative. Howard Community College has also hosted a statewide meeting in cooperation with Datatel to showcase its new Web Advisor project, which is being beta tested by the college for implementation in June 2000.
VI-5	Provide support for faculty and staff attendance at leading community college technology conferences.	Academic Affairs	♦Funds are included in each division's budget for faculty to attend conferences. When necessary, these funds are supplemented from the academic affairs budget. Faculty attend and make presentations at the major national conferences on technology such as the League for Innovation in the Community College, the Learning Paradigm Conference, and TeleLearning. HCC has a reputation in all of these venues as an institution on the cutting edge of the integration of technology with the teaching/learning process.
VI-6	Do not enter into long-term contracts for communication lines or products, even at the expense of current operations, since cost structures are decreasing rapidly and the best solutions are also changing. It does not pay to be locked into a particular provider.	Information Technology	♦The college is reviewing the current services and state contracts with telecommunications providers to determine the best solution for services and pricing.
VI-7	Establish a permanent technology advisory committee of industry chief information officers to provide feedback on the college's technology plans.	Information Technology	♦We are in the process of identifying and contacting prospective members for this board.
	We support the college's current practices in the following areas and urge that they be continued.		
VI-8	Continue the current practice of managing technology through an overall technology plan. Such a plan should be reviewed annually with the assistance of the technology advisory board recommended above.	Information Technology	♦The technology advisory board is being formed and will, in conjunction with an on-campus cross-functional group, review the technology plan next year.
VI-9	Establish policies and procedures for providing the technology appropriate for teaching each program and appropriate for the operational needs of each unit. For example, the most advanced technology should be placed where advanced technology skills are being taught.	Information Technology	♦Courses on high tech skill development are already taught in the most advanced labs. Faculty members, through their division chairs and the academic affairs division, have regular input into the technology decisions affecting their programs via the academic computer support sub-unit of IT.

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VI-10	Maintain a standard desktop configuration and have policies in place to prevent non-standard programs from being used without permission. We note that this is difficult to enforce.	Information Technology	♦ The college has established a contract with Dell Corporation and have standardized use of their brand for HCC campus desktop systems and servers. The contract provides pricing discounts on their latest technology, which does provide for optimum speed and memory capacity for office, classroom, and labs applications. The contract also provides for discounts on a variety of enhancements for the systems to meet any specialized needs on campus.
VI-11	Training is key to achieving productivity improvements from technology. We encourage the college to use its own catalog classes and certification programs to provide training for its staff.	Information Technology	♦ Technology staff is participating in professional, technical and certifications offerings provided though the campus. ♦ Improvements are needed to encourage all employees to fully utilize the technology available to them.
	Delivery of Distance Learning		
VI-12	Continue to focus on the individual students, organizations and businesses of Howard County that are interested in the convenience of attending classes at a distance.	Academic Affairs	♦ Distance education offerings were significantly expanded in both the credit and non-credit areas during FY2000. The college offered 90 online courses with enrollments of over 1,100 students. Those numbers reflect an almost doubling in size from the prior academic year. ♦ Campus Web, a new type of distance learning class, is being piloted in September 2000. Campus Web courses are being targeted to first-time, full-time students who have the lowest retention rates in online courses. Campus Web courses have half the seat time of traditional onsite courses with the remainder of the coursework being accomplished online. This design will allow first-time, full-time students to participate in the online mode to which they are clearly attracted while providing the safety net of a physical class meeting each week.
VI-13	Continue the college's involvement with the Maryland Community College Teleconsortium as a means of expanding access to other students in Maryland.	Academic Affairs	♦ HCC has participated in all of the three semester pilots of MCCT and continues to offer courses to the consortium. ♦ HCC will be a participant in the MCCT /MOL training grant program in FY2001. Under the grant, two faculty fellows from each community college will go through a series of training workshops on the development of

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			online coursework. Faculty fellows will then train faculty at their respective colleges.
VI-14	Focus on courses with the greatest demand by Howard County residents and in support of high demand specializations.	Academic Affairs Student Services	♦ In response to demand, HCC expanded development in FY1999 and FY2000 on online computer courses and developed an internet technologies program track. ♦ Through the efforts of the enrollment management team, the college is reviewing course-taking patterns of students to determine the need for new courses. A research and development subcommittee to the EMT is examining new programs. The team is also examining high-growth job areas to meet the county's needs. The college continues to work with its business partners in the community to assess ways in which it can develop partnerships to educate the workforce. For example, two work sessions were recently held to determine needs in construction and automotive technology. The information from these work sessions will be used to address the critical shortage of workers in these areas and how the college can provide educational support.
VI-15	Set market-driven criteria for developing technology-aided courses, and evaluate and act on the results of market research in deciding which courses to deliver.	Academic Affairs Student Services	♦ In response to demand, HCC expanded development in FY1999 and FY2000 on online computer courses and developed an internet technologies program track. ♦ Through the efforts of the enrollment management team, the college is reviewing course-taking patterns of students to determine the need for new courses. A research and development subcommittee of the EMT is examining new programs.
VI-16	To determine courses in high demand, students in currently popular classes or programs should be surveyed to ascertain interest in distance education courses.	Academic Affairs Student Services	♦ For further review and possible action.
VI-17	Track distance education courses and students by delivery method – i.e. televised, videotape, and web-based. Courses with low student registration should not be continued.	Academic Affairs Student Services	♦ Distance education courses are currently tracked by delivery method and by student satisfaction. ♦ In keeping with the college's initiative to offer entire degrees rather than isolated courses, low enrollment courses are not discontinued but rather are offered to MCCT to increase enrollment. With the addition of the MCCT students, those are now high enrollment courses.

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VI-18	Budget for an on-line curriculum development specialist who would serve as a resource for faculty and who could provide recommendations on course standards.	Academic Affairs	♦ The college has budgeted faculty and staff with the skills to provide this service who have been reassigned to support these functions. ♦ In addition, the college has established a multimedia development team to support the development of multimedia content.
VI-19	This curriculum specialist should review all distance education classes to ensure consistent quality and ease of use, and to ensure that course content is compatible with minimum technology standards.	Academic Affairs	♦ This function will be assigned to the coordinator of distance education.
VI-20	Investigate commercial sources for on-line courses and partner with other colleges or companies that are willing to create on-line in return for revenue-sharing opportunities.	Academic Affairs	♦ Currently, the continuing education and workforce development division is participating in a partnership with Learning-2-Go to provide online technology courses.
VI-21	Identify a training class for faculty on how to teach at distance. This course should be offered using a distance format. All faculty who are teaching in this environment should be required to complete such a course so they have been in the student role in this new type of learning. We note that funding will be required for this effort.	Academic Affairs	♦ In addition to the college's own training program, faculty members have participated in the training institute at Anne Arundel, and will participate in the MCCT/MOL training program. ♦ There is no plan to require online faculty to complete an online course as a student prior to teaching one. Such a requirement would double the amount of time needed to develop an online course, significantly increase development expenses, and significantly decrease the pool of interested faculty.
VI-22	Increase the use of chat and voice delivery systems at required times for some portion of each course. Emphasize web-based course delivery for future distance education offerings. We support the college's choice to pursue a client-less (i.e. no download required) environment.	Academic Affairs	♦ There is no plan to mandate an increase in the use of chat. Current research and college experiences bring into question the value of synchronous chats in online instruction. It is the colleges experience that of many other online instructors, threaded asynchronous discussions are frequently more valuable than synchronous chats, particularly in classes with large enrollments. ♦ Web-based delivery is currently the fastest growing distance education mode at HCC.

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VI-23	The college's selection of "Web CT" was a good one. However, reevaluate this decision at least every two years to ensure that this selection remains the best mechanism for developing and delivering on-line courses.	Academic Affairs	♦ The college re-evaluates our selection of online software at the end of each college year.
VI-24	Provide a separate listing of distance education courses in the printed course catalog.	Academic Affairs President's Office	♦ The college instituted for the most recent schedule of classes a separate listing of all courses taught in non-traditional modes including distance-learning courses. There was also a full-page ad on the inside front cover directing readers to the page.
VI-25	Courses listed on the college's web site should be easily identified by type of delivery. The distance education courses listed on the college's web site should be identified as "distance education" courses, rather than "on-line" courses, since not all courses are "on-line". Courses should be listed by topic areas so that a student interested in an economic class does not have to scroll through the entire list of offerings.	President's Office Academic Affairs Student Services	♦ The college has developed a distance learning web site where all the courses are identified by type of delivery. ♦ This recommendation seems to contradict the one above. The college believes that it is critical to identify the delivery mode. Students need to know what courses are online, telecourses, interactive TV courses, or campus web. Since they all reside on the distance learning web pages there is no clear benefit in further identifying them as distance learning. ♦ The college has organized the courses by topic in WebCT. The Web Advisor, with an estimated project completion date of June 2000, will address these recommendations.
VI-26	Distance education courses listed on the college's web site should be reviewed to ensure compliance with minimum standards for required information.	President's Office Academic Affairs Student Services	♦ The coordinator of online courses is working to standardize the online information pages. ♦ See VI-25.
VI-27	Continuing students should be able to complete the entire registration process while they are on-line.	Student Services	♦ See VI-25.
VI-28	Investigate partnerships to promote distance education offerings. When a premier class has been developed, explore business arrangements with commercial and non-profit entities that distribute such material.	Academic Affairs	♦ For further review and possible action.
VI-29	Ensure that the college has clear and unambiguous ownership of all intellectual property included in distance education courses.	Academic Affairs	♦ Under the Multimedia Fair Use Guidelines, faculty members need not own all of the intellectual property included in distance education courses. In fact, if their courses are based on or use texts written by someone else, it is highly unlikely they will own all of the intellectual property.

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VI-30	All advertising materials should make reference to the availability of distance education offerings.	President's Office	♦Under consideration.
VI-31	Establish a recommended minimum system configuration for students taking classes on-line. The standard should be reviewed periodically to accommodate changes in technological developments. Students in on-line courses should have an e-mail account and Internet access through an Internet Service Provider (ISP).	Academic Affairs Information Technology	♦The minimum system requirements are included in each online class description and are updated each semester. Also, an email and an internet service provider (ISP) are required of online students. ♦The college is in the process of identifying and implementing for the fall a solution to providing email accounts to all campus students.
VI-32	The college needs to gather more information about the outcomes of its distance education offerings. For example, course drop rates for each type of distance delivery should be compared to each other and to the rates for similar courses offered on-campus. On-line course evaluation surveys should be available for on-line classes and should include questions specific to the on-line experience. Levels of student satisfaction should be tracked by each type of distance delivery and should be compared to each other and to the levels of satisfaction for the same courses offered in classrooms. Grade distributions should also be compared in the same fashion.	Academic Affairs	♦The college is currently tracking and working to improve retention rates in distance learning courses. HCC's goal is to have retention and success rates mirror those of the comparable onsite courses. Distance learning classes use the same evaluation and outcomes assessment instruments as onsite classes. Evaluations for online courses are delivered online and contain questions specific to the online experience.
VI-33	Faculty members should complete an evaluation of their experience in teaching these classes.	Academic Affairs	♦ All faculty members review with their division chairs each semester issues that arise in the teaching of their courses.
	Minimum Technical Competencies Required of HCC Graduates		
VI-34	All HCC graduates should be required to meet a minimum standard of technology competency. Develop a baseline of required technical skills for all graduates and review this set of skills annually in comparison with outside practices.	Academic Affairs	♦For further review and possible action. Since most of HCC's students transfer before completing all of the requirements for graduation, this requirement will be difficult to enforce. Additionally, the college is limited on the number of credits that can be part of a degree program. However, the college may be able to assure that these skills are accomplished in existing required courses.
VI-35	The task force, after surveying local businesses, developed a current list of such basic technical competencies (see the Task Force report).	Academic Affairs	♦For further review and possible action.

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VI-36	Create an internal committee to evaluate this set of skills, compare it to competency standards prepared by other organizations, and formally adopt a set of minimum standards for the technical competency of all HCC graduates.	Academic Affairs	♦For further review and possible action.
VI-37	In cooperation with a technical advisory group of local employers this set of skills should be evaluated annually.	Academic Affairs	♦For further review and possible action.
VI-38	Develop a course that would provide these competencies.	Academic Affairs	♦Such a course already exists - CMSY-110.
VI-39	Develop a certification test for those students who have already obtained these skills so that they can "test out" of this requirement. Such a skills test should have additional market value as an offering to the business community for evaluating new employees or qualifying employees for various positions.	Academic Affairs	♦Students may already test out of CMSY-110 or get credit for an equivalent high school course. ♦Marketing using this course as suggested will be explored.
VI-40	Revenue derived from this course, student testing, and administering this test for employers should be sufficient to cover the costs of developing this test and course.	Academic Affairs	♦This refers to the second part of the previous statement. For further review and possible action by continuing education and workforce development.
VI-41	Prepare a business plan for this certification program. The plan should include the marketing opportunities available for a mandated basic competency test and course.	Academic Affairs	♦ For further review and possible action by continuing education and workforce development.

VII. Communicating with Current and New Markets

Section #	Item	Responsible Area	Progress Report
	Strategic Process Priorities		
VII-1	The college must develop a strategic plan for growth. A commitment to growth is assumed, and beginning at the policy level, HCC must take the steps necessary to support growth and sustain or increase quality. The county population is growing, the school population booming, the workforce increasing and the senior population expanding.	President's Office	♦ The college has just completed the update on its master plan. The plan includes 10 buildings to be constructed over the next ten plus years, at the cost of $180 million.
VII-2	HCC must develop a marketing plan with defined goals and objectives. Marketing needs to become an integral function of the college administration, and the college must provide the necessary resources to implement marketing goals.	President's Office Student Services	♦ The enrollment management team (with college-wide representation) has been formed and a marketing strategy is being developed in conjunction with Jared Fast & Associates.
VII-3	HCC would like to expand its programs for the growing senior population, but this has revenue implications given the State of Maryland's policy of granting free tuition for seniors. The college should study the fiscal impact of expanding programs to seniors. The college must address this issue with senior groups, other community colleges in Maryland, and the legislative and executive branches of the State Government, with the goal of retaining universal access at community colleges while developing new ways to serve this important age group.	President's Office Administration & Finance	♦ The college is studying the impact on senior enrollment on the college and its revenue. Findings of this study are expected by June 30, 2000.
	Tactical Action Recommendations **Marketing**		
VII-4	Create a dedicated marketing position. Development and implementation of a marketing plan, collection and analysis of market data, development of a position statement, and other activities are too critical to HCC's future to be	President's Office Student Services President's Office	♦ The enrollment management team is developing marketing strategies. ♦ The public relations and marketing director will transfer legislative liaison duties to the new position of director for legislative relations and business development in

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	segmented within the administration.		order to focus more fully on marketing. ♦ An agency hired to assist with marketing planning and implementation.
VII-5	Adopt a policy of continuous improvement in marketing and continue to seek input from the outside world, especially the business community, for marketing advice, benchmarking, and examples of best practices.	President's Office Student Services	♦ The LERN audit of continuing education and workforce development was an extensive effort to measure against benchmarks and improve. ♦ The enrollment management team is charged with continuous improvement in college-wide marketing efforts.
VII-6	Gather and use student information to market new products and services, assess and forecast trends and identify good customers. Existing information systems should be enhanced as needed to help HCC market itself better. Then the student database can be mined to identify the best customers and to garner more like them.	President's Office Student Services	♦ A student tracking and information system being discussed by the EMT.
VII-7	Develop reliable and up-to-date market data to better serve its key markets. The lack of data hampers HCC's ability to improve current offerings and develop new products for key markets.	President's Office Student Services	♦ The college has hired a marketing consultant who is working with the public relations and marketing office and the enrollment management team to develop a better focus on the college's key markets. Discussions are currently underway for developing new programs related to the needs of these markets.
VII-8	Identify and ask HCC's best individual and business customers what they like about the HCC experience and what they would like to see improved – and use the feedback to fix the problems they identify.	President's Office	♦ HCC is improving its research capacity to be able to ask customers for direct feedback on its operation and suggestions for expansion.
	Recruiting		
VII-9	We recommend that HCC increase its market share of transfer students as a specific marketing goal. This action will strengthen the stability of HCC by ensuring a continuous and growing source of enrollment. Expansion of HCC's buildings and facilities must be considered.	Student Services	♦ The enrollment management team is developing marketing strategies. ♦ The college implemented the Silas Craft Collegians Program to attract and retain an untapped market—students with unrealized potential.
VII-10	Active and focused recruiting of students requires HCC to create a discrete recruiting function as a necessary and strategic complement to the existing admissions process. Full-time and part-time	President's Office Student Services	♦ Action has not been taken to form a recruiting unit, but the enrollment management team is developing specific recruiting strategies. ♦ The percentage of transfer students continues to grow at

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	transfer students are the backbone of the college's credit programs. HCC has been the gateway to educational success for numerous individuals, and can easily be marked as the road to a bright future.		HCC. An emphasis has been placed on increasing the number of articulation agreements with 4-year institutions; a transfer center has been established to have a central point of contact and information, and a transfer center homepage is now part of HCC's website.
VII-11	Identify and include as prospective future students those residents of Howard County who attend private schools.	Student Services	♦The college will visit private schools to promote the Rouse Scholars Program.
VII-12	Identify those articulation agreements that are most valuable (in terms of student outcomes) and focus marketing and market research resources on these transfer colleges. Seek new agreements of similar or higher quality. Articulation agreements with four-year colleges like Johns Hopkins University are very powerful recruiting tools. Use per experiences to market to potential transfer students.	Student Services	♦Articulation agreements have been established with Washington College, Baltimore International College, Dickinson College, Governors State and Strayer University. Agreements with the University of Phoenix, Virginia Union, and Western Maryland are in progress. ♦HCC has 17 agreements with institutions outside of the Maryland system. Five of these institutions do participate in ARTSYS including Goucher, Hood, College of Notre Dame, Villa Julie and Washington College.
VII-13	Market the cost-benefit of two years at HCC to students (and parents) followed by two years at a superior university as the smart way of getting a better four-year degree.	President's Office	♦For further review and possible action.
	Positioning		
VII-14	The college should articulate a strategic market position that allows it to successfully compete with other providers. HCC should be perceived as the obvious and preferred point of access to learning. The image of the college should be the on-ramp to the learning highway, the portal to success, the gateway to knowledge. HCC should also be seen as a high-quality learning experience in the markets that it chooses to sere. A flexible, responsive, customer-centered learning experience should be available to all. The whole college community must live and breathe the position that HCC gives the customer "What You Need To Know Now!"	President's Office Student Services	♦Fast & Associates is consulting with public relations and marketing to develop "You Can Get There From Here" branding strategy.

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VII-15	Promote HCC's capability for training the trainers. The public perception that HCC produces quality instructors supports HCC's image as a quality learning organization.	Academic Affairs	♦HCC currently offers training for math and science public school teachers.
VII-16	Consider developing a membership-based learning experience offering seminar style learning opportunities and linked with activities such as museum visits, trips, and social events. This should not require any new resources for HCC, but is simply a repackaging of current resources in a product targeted to the adult learner. HCC has a singular advantage of convenient access over other colleges and universities (University of Maryland and Johns Hopkins) who are also trying to reach this market. Market the personalities and qualities of the instructors involved here and in other positioning activities.	Academic Affairs	♦For further review and possible action.
VII-17	Articulate the benefits HCC offers to students clearly in a unified communications across all HCC products and services. Suggested benefits to the learner are: Cost effective education High quality of education Responsive to the student customer Convenient locations Seamless transfer to outstanding education institutions	President's Office	♦Publications are under review to incorporate consistent message.

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VII-18	There are functions in the college that could be branded independently while remaining an integral part of HCC. HCC itself does not have a negative image, but community colleges in general do suffer from a stereotyped bargain-basement image. The example of the Business Training Center is useful. Among the business community the BTC is seen a quality provider of training first and part of HCC second. HCC's strong programs in information technology and allied health seem to be obvious candidates for strategic branding (e.g. Central Maryland IT Institute, Columbia Allied Health College).	President's Office	♦ Marketing agency recommended that the Business Training Center have a separate logo, but should be directly linked to the college-wide "You Can Get There From Here" branding strategy.
VII-19	Develop specific plans to form partnerships with other non-educational community organizations which have similar missions, or which serve a market segment attractive to the college. Potential partners include the Department of Recreation and Parks, Columbia Association, Office on Aging, Leadership Howard County, and Columbia Foundation. The partnership activities benefit HCC by (1) increasing the college's ability to network in the community, and (2) reducing inefficient overlap with other organizations.	All	♦ An event was conducted in November 1999 to explore potential partnerships. Numerous activities are underway to find common interests, e.g., Department of Recreation and Parks, Columbia Foundation and the development office, etc.
	Promotion		
VII-20	Use diverse tools for marketing: television, radio, and local publications that have limited distribution but devoted readership such as ZIP 21042 and 21043, and Village News. The latter publications are inexpensive but are effective channels to promote HCC.	President's Office	♦ A media plan has been developed for 1999-2000 that includes newspaper, magazine, radio, TV, trade show, and other promotional tactics.
VII-21	Create a coordinated range of marketing materials, including promotional literature and multimedia (audio, video, and Web) segments, as well as giveaway artifacts, for example "Thinking Caps," "Mighty" HCC pens, and "Cutting Edge Technology" letter openers. Devise frequent student discounts, "bring a friend" bounties, and other relationship promotions.	President's Office Student Services	♦ These ideas are under consideration.

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VII-22	Segment promotional efforts intelligently; for example: co-market distance learning and cable modems together with the local cable company. Use radio segments, especially PBS, to market business training to regional businesses and their employees. Use direct mail to inform alumni and previous customers of courses that are targeted to their previous interests. Use the alumni and previous customers to reach the general county population with a "Bring a Friend" program. Provide college employees, business customers and friends of the college with promotional materials for them to distribute to people they meet.	President's Office Student Services	♦ *These ideas are under consideration.* ♦ A partnership being developed with Comcast Cablevision. Segmentation strategies are being considered by the EMT.
	Other Marketing Ideas		
VII-23	Consider articulation agreements with graduate schools, such as the APL program or Johns Hopkins Medical School, where HCC can provide prerequisite and other courses to reentering adult learners.	Academic Affairs	♦ For further review and possible action.
VII-24	To better reach the senior market, use the Howard County's Office on Aging *Senior Connection* to advertise classes that are under-enrolled	President's Office Student Services	♦ For further review and possible action.
VI-25	Look hard at the growing pool of educated, skilled people who are 50-60, and leaving full-time jobs for part-time jobs. Work with this group of residents as potential students, faculty and mentors.	President's Office Student Services	♦ For further review and possible action.
VII-26	Use the ten senior centers as satellite learning sites for all the community, not just seniors. This will increase the effective physical space of the college.	Academic Affairs	♦ For further review and possible action.
VII-27	Provide incentives for distance learning students by heavily discounting tuition and fees. These incentives should increase the number of distance-learning students. These discounts should also redirect seniors and other free-tuition to low-cost, but equally valuable, distance learning experiences that have zero impact on buildings and facilities.	Administration & Finance	♦ The fiscal impact of discounting fees for distance learning will be studied. Board approval and MHEC approval will be required before any changes can occur.

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VII-28	If courses are marketed aggressively, as they should be, classes will be oversubscribed until the capacity of the college grows to match. Devise new ways of allocating seats in popular classes. Currently these places are rationed by timing with only the early registrants getting to enroll. However, this is not a solution since it only defers the problem to the next semester. Debate, for example, auctioning some or all seats in these classes, or providing early-bird discounts and late-bird penalties. Also devise a more intelligent method to allocate scarce places to seniors, instead of on a first-come, first-served basis.	President's Office Academic Affairs Administration & Finance	♦For further review and possible action.